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MANUAL OF OPERATION FOR VOCATIONAL HOME ECONOMICS PROGRAMS IN JOB TRAINING IN HIGH SCHOOLS.

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AS REQUIRED BY THE VOCATIONAL EDUCATION ACT OF 1963, PART OF THE HOME ECONOMICS PROGRAM INCLUDES CLASSES FOR HIGH SCHOOL GIRLS AND BOYS WHO WISH TO PREPARE FOR GAINFUL EMPLOYMENT UTILIZING HOME ECONOMICS KNOWLEDGE AND SKILLS. OHIO OFFERS THE COOPERATIVE 2-YEAR PROGRAM, AND THE OCCUPATIONAL WORK-EXPERIENCE WHICH IS DESIGNED PRIMARILY FOR THE 11TH- AND 12TH-GRADE STUDENTS OF LIMITED ABILITY IN A SINGLE SKILL AREA. THE MANUAL GIVES STATE REQUIREMENTS FOR STUDENT ELIGIBILITY, TEACHER QUALIFICATIONS, SPACE, AND EQUIPMENT AND PROCEDURES FOR ESTABLISHING AND ADMINISTERING JOB TRAINING PROGRAMS. THE APPENDIX CONTAINS PROGRAM OUTLINES, JOB DESCRIPTIONS, JOB OPPORTUNITIES, AND CHARACTERISTICS OF TRAINEES FOR--(1) CHILD CARE WORKERS, (2) HOMEMAKER'S ASSISTANTS, (3) NURSING AND RESTHOME AIDES, (4) FOOD SERVICE WORKERS, AND (5) CLOTHING SERVICE WORKERS. THE CRITERIA FOR VOCATIONAL APPROVAL AND APPLICATION FORMS FOR JOB TRAINING PROGRAMS ARE ALSO GIVEN. (MS)

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Manual of Operation
for
Vocational Home Economics Programs
in

JOB TRAINING

in

High Schools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DIVISION OF VOCATIONAL EDUCATION

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INTRODUCTION

An increasing number of women now assume a dual role - that of homemaker and wage earner. They need preparation for both roles, since the proficiency with which a woman can carry both will determine the quality of her home and family life and her effectiveness as a wage earner.

The Vocational Education Act of 1963 provides the opportunity for education in gainful employment for occupations involving knowledge and skills in home economics. This Act emphasized the need to develop programs which meet the needs of persons attending high school.

The following are the general characteristics of the job training programs for high school students in home economics:

- The purpose of the program(s) is to prepare persons enrolled in high school for gainful employment in an occupation which uses home economics knowledge and skills.

- The programs are offered in the eleventh and/or twelfth grades.

- Types of programs are determined by available job opportunities, needs, and abilities of persons to be trained.

- The training program is an integral part of the total school program, thus allowing students enrolled to complete requirements for graduation.

- The program combines and coordinates instruction with field, laboratory, and work experience.

- Entry into occupation is the focus of the program.

- Preparation for employment is a more specialized type of program than one which centers on preparation for home and family living.

- The instruction needs to be sufficiently inclusive and, at the same time, intensive enough to insure preparation for wage earning.

This Manual of Operation interprets and explains the purposes and programs of vocational education in home economics which is directed toward job training in occupations using home economics knowledge and skills.

VOCATIONAL HOME ECONOMICS EDUCATION

HIGH SCHOOL PROGRAMS DESIGNED TO PREPARE INDIVIDUALS FOR GAINFUL EMPLOYMENT

GENERAL INFORMATION

Purpose of the Program

To offer Vocational Home Economics Education classes for high school girls and/or boys who wish to prepare for wage earning (at the completion of high school) in an occupation utilizing home economics knowledge and skills.

Groups to be Served

Girls and boys, enrolled in 11th and 12th grade high school (approximately 16 to 18 years of age), who wish to prepare for wage earning occupations while they are completing high school requirements for graduation.

Youth enrolled in school grades (9-12) who are potential drop-outs due to academic, socio-economic, or other handicaps that prevent them from succeeding in the high school program. They are often handicapped academically due to low intellectual ability and/or due to a lack of educational and cultural advantages. These students are frequently two to four years behind normal reading level.

Types of Schools Where Program Can Be Offered

A job training program in Vocational Home Economics may be offered in either a Comprehensive High School or an Area Vocational School or a Joint Vocational School District.

PROGRAMS TO BE OFFERED

TYPE I - Cooperative Training Program -- For Students of Average and Above Average Abilities

The program serves boys and girls grades 11 and 12. The training will include instruction in home economics and a supervised on-the-job work experience in the occupation for which the student is trained.

Suggested Cooperative Training Programs and Length of Training
(See Appendix A for Job Description)

(1) FOODS AREA
_____ Food Service and Catering Workers - 2 year program (11th-12th grades)
_____ Food Service Workers - 1 year program (12th grade)

(2) CHILD CARE AREA
_____ Child Care Assistants - 2 year program (11th-12th grades)
_____ Child Care Aides - 1 year program (12th grade)

(3) HOME MANAGEMENT AREA
_____ Homemaker's Assistants - 1 year program (12th grade)
_____ Nursing and Rest Home Aides - 1 year program (12th grade)

(4) CLOTHING AREA
_____ Clothing Service Workers - 2 year program (11th-12th grades)
_____ Clothing Service Aides - 1 year program (12th grade)

(5) Other programs may be developed as employment opportunities arise.

(6) A program directed toward employment may also be offered jointly with other vocational divisions.

TYPE II - Occupational Work Experience Program -- For Students of Limited Abilities

The occupational work experience program is to assist the student identified with limited ability to find a place in employment at the unskilled occupational level. The major objective is one of job placement combined with school work, both aimed at helping the student become a productive citizen and to continue his education as long as possible.

Suggested Occupations and Length of Training Programs
(See Appendix A for Job Description)

(Single Skill Performance)

(1) FOODS AREA
_____ Food Service Helpers - 2 year program (9-12 grades)

(2) HOME MANAGEMENT AREA
_____ Homemaker's Helpers - 2 year program (9-12 grades)
_____ Nursing and Rest Home Helpers - 2 year program (9-12 grades)

(3) CHILD CARE AREA
_____ Child Care Helpers - 2 year program (9-12 grades)

(4) Other programs may be developed as employment opportunities arise.

STUDENT ELIGIBILITY FOR THE TRAINING PROGRAM

The Students in the Cooperative Training Program Must:

- Be enrolled in high school in grade 11 and/or 12.
- Meet employment age requirements established by federal, state, and local laws for the occupation in which they are training.
- Have ability for and interest in the job for which training is offered.

One year of previous training in home economics is recommended at either the junior high or senior high school level.

The Students in the Occupational Work Experience Program Must:

- Be identified by a guidance counselor or teacher as not being qualified for the regular Cooperative Training Program.
- Be 2-4 years behind normal reading level.
- Meet age requirements established by federal, state, and local laws for which training is provided.
- Have interest in the job.
- Have ability for success in the training program.

One year of previous training in home economics is recommended at either the junior high or senior high school level.

TEACHER QUALIFICATIONS FOR JOB TRAINING PROGRAMS

General Qualifications

The teacher must:

- Meet state certification requirements in vocational home economics at the secondary level.
- Have proficiencies in the basic skills required in the specific occupation which is to be taught.
- Have had occupational experience
  - (a) as a paid worker (or) as a volunteer worker.
  - (b) in a supervised work project.

Special Qualifications

In addition to the above, teachers for Occupational Work Programs must have:

- 6-9 semester hours in special education and/or guidance courses or can secure a temporary certificate until courses are completed.
- A minimum of 2 years of teaching experience in either home economics education, special education, or in guidance or its equivalent.
- A minimum of 12 months of employment experiences (outside of public education) in one or more occupations.

Special Cases

A temporary certificate may be issued upon request of local school administrators to instructor for teaching job training classes to the following individuals:

- Professional home economists who are specialists in the subject matter area(s) involved.
- Persons who have had successful experience in an occupational field involved.
- Home economics teachers with a degree in home economics education.

Teachers employed on a temporary certificate to teach job training courses will be required to follow a planned pre-service and in-service program as recommended by the Head State Supervisor of Vocational Home Economics to meet the necessary certification requirements.

EQUIPMENT AND SPACE

In most instances, the regular high school home economics department equipped to teach all phases of homemaking will be adequate for the job oriented program. Additional equipment, storage, and teaching aids will be determined by the needs of the course(s) offered. (See Appendix A for Job Description.)

PROCEDURE FOR ESTABLISHING A JOB TRAINING PROGRAM

(1) Secure information concerning jobs in which there are opportunities for employment in the community.

This is essential as job training programs should be established only when studies indicate that there are opportunities for employment.

(2) Determine the number of potential students.

It is important to find out whether there is a sufficient number of potential students to justify the establishment of training program in the occupations which offer job opportunities.

(3) Establish a local advisory committee.

It is important that the following persons be represented:

The local school administrator, school board member, teachers to be involved, employer(s) in field for which workers are being trained, representatives of community agencies or groups allied with particular field(s) and other local people who could make special contributions. (Recommend that member of State Supervisory Staff in Home Economics Education serve as ex-officio member.)

(4) Select the occupations for which training programs will be developed.

The advisory committee assists the school administrator and teacher(s) in selecting the specific occupations for which training will be offered, and it assists the teacher(s) in planning the scope and emphasis of the training program so that it will meet the unique needs of the community.

(5) Identify the job(s) by title.

Example - Food Service Worker

(6) Analyze the job.

The job analysis is usually made by the State Employment Service, and the definition derived therefrom is found in the Dictionary of Occupational Titles.

(7) Prepare a job description.

A description is based on the job analysis and defines all major functions of the job and performance requirements. (See sample of Job Description in Appendix.)

(8) Determine qualifications of trainees as a basis for selection.

For minimum qualifications see job descriptions in Appendix A.

Other desirable qualifications may be considered as requirements in the selection of trainees.

(9) Plan the program.

Contact the Vocational Division of Home Economics, State Department of Education for application forms and curriculum materials.

(10) Locate possible work experience stations and select those in which trainees will be placed for work experience.

(11) Identify qualifications of teachers.

- Personal qualities
- Professional preparation
- Teaching experiences
- Work experience

(12) Determine facilities and equipment needed.
(See Appendix A for Job Description)

(13) Secure cooperation of other departments in the school.

(14) Assist in job placement and follow-up of trainees.

Both the teacher and the advisory committee assist in job placement. The school also keeps records on placement and evaluate job success.

ADMINISTRATION AND SUPERVISION OF THE PROGRAM

Program Coordinator

The person employed to teach in either the cooperative training program (for students of average and above ability) or the occupational work experience program (for students of limited abilities) shall be known as a coordinator. In addition to teaching the class, the coordinator is responsible for (1) assisting with the selection of students for the program, (2) identifying work stations for students, (3) placing students on jobs, and (4) supervising and evaluating the student work with employer during the work experience phase of the program.

Employment of Teacher

Employment of the teacher for a period of either (4, 8, or 12 weeks) beyond the school year is necessary to establish, instruct, and evaluate the work experience programs. The length of the employment is established at local level.

Travel Funds

Travel funds are allowed during the regular school year and the time of extended employment for supervising work experiences and attending approved conferences and meetings.

Teacher's Schedule

The teacher's schedule must include time to supervise the work experience of trainees as well as the time required for class instruction.

Attendance of the teacher at in-service conferences, workshops, and meetings related to job training called by the Division of Vocational Home Economics, State Department of Education, is considered part of the program and is recommended.

Student Visitations

It is recommended that the teacher plan in her schedule to visit the business establishment where each student in the job training program has been placed once every two weeks.

Size of Classes

The number of students assigned to any one job training class shall be not less than eight and should not exceed thirty. (See Appendix B for Criteria for unit approval.)

Student Schedule

A student shall spend a minimum of 15 clock hours each week or a comparable alternating week(s) plan in employment for wages in the occupation for which he or she is training.

Each student shall spend a minimum of one-half day in school devoted to class instruction related to the occupation for which he or she is training and also for subjects meeting graduation requirements.

A minimum block of two 45 minute periods or one 60 minute period of time daily shall be devoted to class instruction related to the occupation in a 1 year program. One period (either 45 or 60 minutes) is required for a 2 year program.

Evaluation

Continuous evaluation is to be carried on and used as a basis for maintaining an effective program. Evaluation shall be concerned with appraising the total growth of the student and his success on the job. The State Supervisory Staff, teachers, administrators, and employers shall plan and carry out an evaluation of the program and make recommendations for improvement.

FHA

A student enrolled in a job training program may be a member of the Future Homemakers of America Association.

The Future Homemakers of America is recommended as an integral part of the total Vocational Home Economics program. The organization and supervision of the activities of the Future Homemakers of America may be a responsibility of the teacher employed for the work experience program.

APPENDIX A

Suggested Use of Job Description Materials

Specific suggestions are given for the two different programs:

(1) Cooperative training

(2) Occupational work experience

Teachers will need to adjust and adapt the job description to the needs of the particular group they are teaching. This is important because the duties expected in service occupations may differ from community to community and the trainees will vary in education, experience, and ability.

In addition to having first-hand information concerning job requirements, the individual teacher must secure as much information as possible about the trainees from the testing service of the Guidance Staff in the school or from the Employment Office.

The specific objectives, teaching methods, and time alloted to each aspect of the training can then be adjusted to the local situation and to the trainees.

COOPERATIVE TRAINING PROGRAM FOR CHILD CARE WORKERS

CHILD CARE AIDE (ONE YEAR)

Job Description

The child care aide will assist the director of the nursery school or a child care center working under her supervision. Her dutues will include helping the director carry out the activities of the nursery school or child care center.

Employment Opportunities

Child care center worker
Private and community nursery school aide
Aide to private kindergarten teacher
Self-employment in a home, caring for children

Characteristics of Trainees

Good personal habits in speech and mannerisms
Cooperative, courteous, friendly, and tactful in dealing with people
Works effectively under supervision
Free from non-communicable diseases
Sound physical and mental health

CHILD CARE ASSISTANT (TWO YEAR)

Job Description

The child care assistant upon completion of the two year program will be able to accept the position of assistant director of a nursery school or a child care center. Students will become skilled in caring for the needs of pre-school age children and in carrying out a planned program of work in either a nursery school or child care center.

Employment Opportunities

Child care center workers
Private and community nursery school assistant
Private kindergarten assistant
Recreation center aide
Self-employment in home, caring for children
Assistant in children's home
Assistant in pediatric ward in hospital

Characteristics of Trainees

Good personal habits in speech and mannerisms
Cooperative, courteous, friendly, and tactful in dealing with people
Ability to make decisions
Works effectively under supervision
Free from non-communicable diseases
Sound physical and mental health

Program Outline for Child Care Aides (one year program)

(1) Job Orientation

Credentials and regulations
Qualities for job success
Opportunities for employment
Applications and interviews
Analysis of the job

(2) Becoming oriented to the nursery school.

(3) Understanding the needs of young children.

(4) Understanding characteristics of young children.

(5) Keeping the child healthy.

(6) Helping children develop good habits.

(7) Preparation of foods for young children.

(8) Directing play and learning activities.

(9) Sanitation practices and housekeeping duties.

Program Outline for Child Care Assistant (Two Year Program)

In addition to the content for the one year program the following topics should be included:

(1) Understanding and management of children in child care centers.

(2) Guidance techniques for child care centers.

(3) Management of the children's day.

(4) Planning and preparing menus for children in child care centers.

(5) Relationships with parents.

(6) Management techniques in the operation of a nursery school or child care center.

Teaching Facilities

The instructional situation for a day care center or nursery school should provide opportunity for the trainee to have experience working with children. In many cases, the school or home economics department may have the necessary space.

The following facilities are needed:

- Indoor and outdoor play equipment.
- Play material and furnishings of sufficient quantity and quality and variety so that each child has a variety of things to do each day.
- Play equipment must be directly related to the developmental needs of the children and to the total number of children in attendance.

OCCUPATIONAL WORK EXPERIENCE TRAINING PROGRAM

CHILD CARE WORKER

The instruction will be mainly work activity, providing trainees with repetitive experiences with children. The only responsibility given to trainees will be helping or assisting with the care of children in nursery school or child care center.

Employment Opportunities

Child care center or nursery school helper
Helper in retarded children's home
Private nursery school or kindergarten helper

Training Program Outline for Child Care Helper (Two Year Program)

(1) Job Orientation

Credentials and regulations
Qualities for job success
Opportunities for employment
Application and interviews
Analysis of the job

(2) Purpose and function of child care center.

(3) Assisting children remove garments and put them in designated places.

(4) Helping children in routine activities as eating, resting, and toileting.

(5) Arranging facilities and equipment in the center for various types of play activities.

(6) Help children develop habit of caring for own clothing, and picking up and putting away toys and books.

(7) Preparation of simple foods for children.

(8) Helping keep the day care center clean and attractive.

(9) Practicing accident prevention.

COOPERATIVE TRAINING PROGRAM

HOMEMAKER'S ASSISTANT

A person trained as a homemaker's assistant will be employed to work either in a home or an institution (hospital, nursing home, child care center) under the direction of a homemaker if employed in a home or a housekeeping supervisor if employed in an institution.

Employment Opportunities

Full-time or part-time in private home
Housekeeping aide in a nursing or rest home
Hospital housekeeping aide
Hotel and motel housekeeping aide

Characteristics of Trainees

Sound physical and mental health
Neat personal appearance
Ability to follow both oral and written directions
Ability to work with people

Program Outline for Homemaker's Assistant

(1) Job Orientation

Credentials and regulations
Qualities for job success
Opportunities for employment
Application and interviews
Analysis of the job

(2) Desirable characteristics of workers.

(3) Methods of performing essential household tasks.

(4) Development of skills in the performance of household tasks.

(5) Management principles in the use of time and energy.

(6) Personal and social relationships.

(7) Guidance of children when mother is away from home.

(8) Use of family resources in providing for:

- Care of children
- Family meals
- Medical services
- Clothing
- Safety
- Emergencies in the home

(9) Preparation and service of food.

(10) Laundering.

Teaching Facilities

The facilities provided for teaching home economics in the established high school may be used. A large flexible room is desirable. In addition, there should be a large walk-in storage room. A portable wall to divide the room will increase the possibility of full utilization of space. Teaching aides and supplies should include illustrative materials to teach.

OCCUPATIONAL WORK EXPERIENCE PROGRAM (TWO YEAR PROGRAM)

HOMEMAKER'S ASSISTANT

Employment Opportunities

Laundress
Maids in institutions such as hotels, rest homes, day care centers
Dishwashers
Dining room assistants
Janitress
Helpers in the home

Repetitive experience is needed in performing simple tasks in housekeeping and the operation of the home. The topics listed for instruction in the work experience program will comprise the contents for the cooperative work experience program and will be geared to the ability level of the student. The program will be developed over a two year period.

COOPERATIVE TRAINING PROGRAM FOR NURSING AND REST HOME AIDE (ONE YEAR PROGRAM)

NURSING AND REST HOME AIDE

Job Description

The trainee will be qualified to work in a private home or in a public institution assisting with the housekeeping responsibilities of the home and with the physical care of older persons.

Employment Opportunities

Nursing home aide
Rest home aide
Private home aide for elderly person(s)
Companion to an elderly person(s)

Characteristics of Trainees

Sound physical and mental health
Neat personal appearance
Follows both oral and written directions
Good character, patience, and interest in people

Training Program Outline for Nursing and Rest Home Aide (One Year Program)

(1) Job Orientation

Credentials and regulations
Qualities for job success
Opportunities for employment
Applications and interviews
Analysis of the job

(2) Desirable characteristics of a home nurse.

(3) An understanding and appreciation of the attitudes and behavior of aging individuals.

(4) Techniques in caring for the sick.

(5) Planning and preparing of menus including special diets.

(6) Sanitation and housekeeping practices.

(7) Effective management practices in caring for the room and the laundry.

(8) Meeting emergencies.

(9) State and local regulations for public institutions caring for the aged.

Teaching Facilities

In addition to the home economics department with modern equipment and furnishings to teach homemaking, there are various types of public and private facilities which, if available, could be used to enhance the effectiveness of the course.

The following facilities may be utilized:

- Rest homes and nursing homes to observe techniques used in carrying for older people, home management practices, and meal preparation.
- Hospitals, rehabilitation centers, and housing developments for the aging.
- Food stores, banks, and libraries.
- The Red Cross unit may assist in providing some of the equipment needed to teach home care of the sick.

OCCUPATIONAL WORK EXPERIENCE PROGRAM FOR NURSING AND REST HOME HELPER (TWO YEAR PROGRAM)

NURSING AND REST HOME HELPERS

The instruction must be geared to the ability level of the student and the curriculum be chiefly centered on work activity. The topics to be included in the curriculum will be the same as those identified for the cooperative work experience program above and will be developed over a two year period.

Employment Opportunities

Dishwashing
Aide to housekeeper
Carrying trays and feeding patients

COOPERATIVE TRAINING PROGRAMS FOR FOOD SERVICE WORKER

(ONE OR TWO YEAR PROGRAM)

FOOD SERVICE WORKER

Job Description

A person who works under supervision in the preparation of food. Upon completion of the training, the trainee will be qualified for a job in food service in institutions such as hospitals, nursing homes, homes for the aged, child day care centers, school cafeterias, restaurants, and other eating establishments.

Job Opportunities

Completion of one year training program -

Assistant to cook in large institutions
Cook or baker doing basic food preparation
Worker in setting up hot food table and serving food
Worker in preparing trays and serving food
Worker in filling food containers and sending food to the diet kitchen
Salad girl, cafeteria server

Completion of two year training program -

Head cook in small institution kitchen
Assistant to the supervisor
Ordering food
Planning menus
Cook or baker doing food preparation
Food preparation
Dietary aide in hospital

Characteristics of Trainee

Have manual dexterity
Be of sound physical and mental health
Have a physical examination
Be able to follow both oral and written directions

Program Outline for Food Service Workers (One Year)

(1) Job Orientation

Credentials and regulations
Qualities for job success
Opportunities for employment
Applications and interviews
Analysis of the job

(2) Essential hygiene and health practices.

(3) Nutritional quality of food.

(4) Safety requirements.

(5) Safe food handling.

(6) Sanitation and housekeeping practices.

(7) Care and use of equipment.

(8) Adequate and proper storage of food.

(9) Basic skills in preparation of foods.

(10) Basic skills in service of foods.

(11) Organization of work in relation to space and time limitations.

Program Outline For Food Service and Catering Workers (Two Year Program)

In addition to the content for the one year program the following topics should be included:

(1) Principles of time and energy management. (Time and work study charts.)

(2) Food purchasing. (On an institutuional basis.)

(3) Food cost estimates.

(4) Menu planning.

(5) Increased skill in the preparation of food on a quantity basis.

(6) Increased skill in the service of food.

(7) Interviewing techniques of employees.

Teaching Facilities

The teaching situation should provide opportunity for the trainee to have repetitive experiences in the preparation and serving of hot food.

In addition to the facilities provided in the regular homemaking department, the following facilities are needed:

- Large quantity food equipment to make large quantity food preparations. (School cafeteria may be utilized.)
- Sufficient work stations and supplies for repetitive experiences.
- Texts, visual aids, and resource books.
- Opportunities for observation of actual institutional facilities in use.

OCCUPATIONAL WORK EXPERIENCE TRAINING PROGRAM (TWO YEAR PROGRAM)

FOOD SERVICE HELPERS

The training program in food service may be a part of the total occupational work experience in home economics. The instruction will be geared to the ability level of the student and will be focused on a work activity program. Operation skills must be kept as a single skill level and repetitive performance if necessary.

Employment Opportunities

Bus girl
Dishwasher
Pot washer
Cook's helper (simple food preparation)
Simple preparation worker
Janitress
Pantry service sandwich worker
Pantry service dessert worker
Steam table worker

Program Outline in Food Service for the Occupational Work Experience Program (Two Year Program)

(1) Job Orientation

Credentials and regulations
Qualities for job success
Opportunities for employment
Application and interviews
Analysis of the job

(2) Essential hygiene and health practices.

(3) Safety requirements.

(4) Safe food handling.

(5) Sanitation and housekeeping practices.

(6) Adequate storage of food.

(7) Single operation skills in preparation of foods.

(8) Single operation skills in serving food.

(9) Simple organization of work.

COOPERATIVE TRAINING PROGRAM FOR CLOTHING SERVICE WORKER

(ONE OR TWO YEAR PROGRAM)

Job Description

The clothing service worker upon completion of the two year program shall be able to work with a dressmaker helping with fitting, alteration, construction, and finishing of garments. Trainees may also work in shops with persons making draperies and slipcovers. This training will also provide for work with an upholsterer in recommending fabrics for different styles of furniture as well as assisting with the upholstering processes.

Employment Opportunities for Clothing Service Workers

Dressmaker assistant
Fitter or seamstress in a dress department or store
Dressmaker (self employed)
Assistant to a drapery or curtain seamstress
Assistant to a slip cover seamstress
Drapery or slip cover seamstress (self employed)
Upholstery seamstress (self employed)
Coin operated dry cleaning worker

Characteristics of Trainees

Interest in sewing
Ability to learn to manipulate pattern and fabrics effectively
Mechanical dexterity to manipulate machines and tools of the trade

Program Outline for Clothing Service Worker (One Year Program)

(1) Job orientation

- Credentials
- Qualities for job success
- Opportunities for employment
- Applications and interviews
- Analysis of the job

(2) Use of patterns and guide sheets.

(3) Alteration and fitting problems.

(4) Machine construction processes.

(5) Hand sewing.

(6) Selection.

(7) Spotting of stains.

(8) Pressing.

COOPERATIVE TRAINING PROGRAM OUTLINE FOR CLOTHING SERVICE WORKER

(TWO YEAR PROGRAM)

In addition to the content for the one year program, the following topics should be included:

(1) Slip cover construction processes - fitting, cutting, assembling.

(2) Drapery and curtain making techniques.

(3) Upholstery techniques.

(4) Styles of furniture and fabrics suitable.

(5) Business management techniques.

Teaching Facilities

A suggested teaching facility is a well equipped clothing laboratory with sewing machines, pressing boards, laundry facilities as well as upholstery tools and materials. It is recommended that planned visits to dressmakers, upholstering shops, department stores, and dry cleaning establishments be included in the course.

APPENDIX B

Criteria for Approval of Vocational Unit(s) in Home Economics Job Training Programs

One unit of approval will be given when one teacher is employed, when all class periods of the one teacher are devoted to the occupational work experience program utilizing home economics knowledge and skills for the students of limited ability, and when the enrollment is 15 - 30 students.

One half unit of approval will be given when one teacher is employed and devotes one half day to the occupational work experience program and when the enrollment is 8 - 14 students.

One unit of approval will be given when one teacher is employed, when all class periods of the one teacher are devoted to the cooperative training program utilizing home economics knowledge and skills, and when the enrollment is 15 - 30 students.

One half unit of approval will be given when one teacher is employed and devotes one half day to the cooperative training program utilizing home economics knowledge and skills and when the enrollment is 8 - 14 students.

Whenever less than full time or less than half time is devoted to the occupational work experience program or the cooperative training program utilizing home economics knowledge and skills, the approved vocational unit or the fraction thereof will be reduced a corresponding amount.

Number of Units or Fractions of Units Approved in Cooperative Training or Occupational Work Experience Programs Utilizing Home Economics Knowledge and Skills According to Enrollment of Students in the Programs and Number of Periods Devoted to the Program

SECT	Periods Devoted to Cooperative Training of Occupational Work Experience Programs Based on Total Periods in the Day.		Enrollment of Students in Occupations or Cooperative Programs	
			Column I 8 - 14	Column II 15 - 30
A.	All Periods Devoted to Cooperative or Occupational Programs	6/6	.50 unit	1 unit
		7/7	.50 unit	1 unit
		8/8	.50 unit	1 unit
		9/9	.50 unit	1 unit
B.	All Periods Devoted to Cooperative or Occupational Programs except 1	5/6	.50 unit	.83 unit
		6/7	.50 unit	.86 unit
		7/8	.50 unit	.875 unit
		8/9	.50 unit	.89 unit
C.	All Periods Devoted to Cooperative or Occupational Programs except 2	4/6	.50 unit	.67 unit
		5/7	.50 unit	.71 unit
		6/8	.50 unit	.75 unit
		7/9	.50 unit	.78 unit
D.	All Periods Devoted to Cooperative or Occupational Programs except 3	3/6	.50 unit	.50 unit
		4/7	.50 unit	.57 unit
		5/8	.50 unit	.625 unit
		6/9	.50 unit	.67 unit
E.	All Periods Devoted to Cooperative or Occupational Programs except 4	3/7	.43 unit	.43 unit
		4/8	.50 unit	.50 unit
		5/9	.50 unit	.56 unit
F.	All Periods Devoted to Cooperative or Occupational Programs except 5	3/8	.375 unit	.375 unit
		4/9	.44 unit	.44 unit
G.	All Periods Devoted to Cooperative or Occupational Programs except 6	3/9	.33 unit	.33 unit

TO: Local School Administrators

FROM: Margaret McEniry, State Supervisor
Vocational Home Economics - Room G-15
State Department of Education
State Office Building
65 South Front Street
Columbus, Ohio 43215

SUBJECT: ESTABLISHING PROGRAMS IN HIGH SCHOOL IN JOB TRAINING FOR OCCUPATIONS USING HOME ECONOMICS KNOWLEDGE AND SKILLS

(1) The purpose of vocational education in home economics which is directed toward gainful employment provides instruction that qualifies individuals to engage in occupations using home economics knowledge and skills.

(2) Some Criteria for Determining Approval of Vocational Units and Fractional Units in high school job training in home economics.

Approval of Vocational Units under the School Foundation Program shall be based on the following:

- Availability of sufficient number of students who are interested in and who have aptitude for training for specific occupations.
- Evidence of opportunities for employment in occupations for which training programs are proposed.
- Teachers who are qualified or who can become qualified.
- Work station experience can be provided for trainees.
- Reasonable opportunities for placement of trainees after completion of training.
- Proposed plan for needed facilities can be justified on the basis of continued use.
- School and community are able and willing to support the program.
- Students meet legal age employment laws (local, state, and federal).

(3) TYPES OF JOB TRAINING PROGRAMS - Vocational Home Economics

The following information and data supplies evidence for supporting such a job training program in our Vocational Home Economics school in the program selected by our school.

TYPE I - Cooperative training program

A program for students of average or above average ability.

TYPE II - Occupational work experience program

A program for students of limited ability.

High School
Vocational Home Economics
Job Training Program
6/1/65

Submit 2 copies

PRELIMINARY APPLICATION AND INFORMATION DATE FOR APPROVAL FOR A HIGH SCHOOL JOB TRAINING PROGRAM IN VOCATIONAL HOME ECONOMICS

Acting on behalf of the _____ Board of Education, I hereby apply for approval to initiate a program of Vocational Home Economics Education as a vocational unit(s) under the Ohio Foundation Program. The following information has been obtained to justify consideration of the program in the above named school.

Signed _____

Title _____

School _____ County _____ Date _____

Mailing Address _____

Number in High School _____ (Girls - _____) (Boys - _____)

Type of High School -

Senior High _____ (Grades 10 - 12) _____ (Grades 9 - 12)

Junior High _____ (Grades 7 - 9) _____ (Grades 7 & 8)

Complete the following form in duplicate and return to:

Miss Margaret McEniry
Head State Supervisor
State Department of Education
Division of Vocational Education
Vocational Home Economics
State Office Building
65 South Front Street
Columbus, Ohio 43215

This data supplies evidence for offering a job training program in your school.

TYPE I -- COOPERATIVE TRAINING PROGRAM - Check below the program you selected
(Program for Students of Average and Above Average Ability)

(1) FOODS AREA

_____ Food Service and Catering Workers - 2 year program (11th and 12th)
_____ Food Service Workers - 1 year program (12th)

(2) CHILD CARE AREA

_____ Child Care Assistants - 2 year program (11th and 12th)
_____ Child Care Aides - 1 year program (12th)

(3) HOME MANAGEMENT

_____ Homemaker's Assistants - 1 year program (12th)
_____ Nursing and Rest Home Aides - 1 year program (12th)

(4) CLOTHING AREA

_____ Clothing Service Workers - 2 year program (11th and 12th)

SUPPLY THE FOLLOWING INFORMATION ABOUT COOPERATIVE TRAINING PROGRAM
(For Students of Average and Above Average Ability)

(A) Teachers for the Program

Name of Teacher _____

Qualifications

_____ holds a Vocational Home Economics Certificate
_____ can qualify for Vocational Home Economics Certificate by attending summer school

Has had the following Occupational Work Experience

_____ as a paid worker in the field of _____
_____ as a volunteer worker in the field of _____
_____ as a supervisor in the field of _____

(B) Students

_____ meet legal employment laws (local, state, and federal)
_____ have approval of parents to do work experience for one half day and can secure work permit
_____ will be employed at work stations for an average of fifteen hours per week or on a comparable alternating week(s) plan
_____ are of average or above average ability

(C) Schedule

_____ allows for one half day of field work experience
_____ allows for one half day in school for instruction in the occupational class experience and other required high school courses
_____ allows two (45 minute) instructional periods daily for 1 year program
_____ allows one (60 minute) instructional period daily for two year program

(D) Work Stations

_____ have been agreed upon by _____ employees.
(number)

TYPE II -- OCCUPATIONAL WORK EXPERIENCE PROGRAM - Check the program you selected (Program for Students of Limited Ability) - Single skill, unskilled

(1) FOODS AREA

_____ Food Service Helpers - 2 year program (9th - 12th)

(2) HOME NURSING

_____ Nursing Home Helpers - 2 year program (9th - 12th)

(3) HOME MANAGEMENT

_____ Homemaker's Helpers - 2 year program (9th - 12th)

(4) CHILD CARE AREA

_____ Child Care Helpers - 2 year program (9th - 12th)

INFORMATION NEEDED ABOUT OCCUPATIONAL WORK EXPERIENCE PROGRAM
(For Students of Limited Ability)

(A) Teachers for the Program

Name of the teacher _____

Qualifications

_____ holds a Vocational Home Economics Certificate
_____ can qualify for a Vocational Home Economics Certificate by attending summer school

Has had occupational work experience

_____ as a paid worker in the field of _____
_____ as a volunteer worker in the field of _____
_____ as a supervisor in the field of _____
_____ has six to nine semester hours in special education and/or guidance courses, or secure a temporary vocational certificate until hours are earned
_____ has minimum of two years of teaching experience in either home economics education, special education, or in guidance or its equivalent

(B) Students

_____ meet legal employment laws (local, state, and federal)
_____ have parents approval to do work experience and can secure work permit
_____ will be employed on their job stations for an average of fifteen hours per week or a comparable alternating week(s) plan
_____ are of limited ability (75 to 89 I.Q.)
_____ be identified by a guidance counselor or teacher as not being qualified for the regular Cooperative Work Experience Program
_____ have ability for success in the training program

(C) Schedule

_____ schedule allows for one half day for field work experience
_____ schedule allows for one half day in school; includes instruction for the occupational work experience program as follows:
_____ two (45") instructional period daily (Two year program)
_____ one (60") instructional period daily

(D) Work Stations

_____ have been agreed upon by _____ employees
(number)

THIS PAGE TO BE COMPLETED FOR TYPE I AND/OR TYPE II PROGRAMS

I. Indicate provisions for administration of program

_____ Exact number of students enrolled for the program

1 Unit (15 - 30 Students)
½ Unit (8 - 14 Students)

_____ Teacher's Travel Budget allowed to coordinate program

(75% reimbursed up to $300 from State)

Teacher employed beyond the regular school year

_____ 4 weeks
_____ 8 weeks
_____ 12 weeks

II. Describe plans for providing space, equipment, and maintenance of physical plant facilities for the program.

III. Outline of course and content for this course is attached

_____ Yes _____ No

IV. This program will operate during the regular school year

Date this program will start - _____
Date teacher will start working - _____

V. An Advisory Committee has been or will be appointed to work with this Home economics job training program _____ Yes _____ No

Number on Committee _____

VI. The assurance of compliance with Title VI of the Civil Rights Act dated _____ applies to the application submitted herewith.

_____ _____
(signature) (title)

D O N O T W R I T E B E L O W T H I S L I N E

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